

U.S. Department of Education
2015 National Blue Ribbon Schools Program

[X] Public or [] Non-public

For Public Schools only: (Check all that apply) [] Title I [] Charter [] Magnet [] Choice

Name of Principal Mr. Marc Wyandt

(Specify: Ms., Miss, Mrs., Dr., Mr., etc.) (As it should appear in the official records)

Official School Name Waverly Elementary School

(As it should appear in the official records)

School Mailing Address 103 Waverly Road

(If address is P.O. Box, also include street address.)

City Waverly State PA Zip Code+4 (9 digits total) 18471-7728

County Lackawanna State School Code Number* AUN 119350303 /
Branch 2402

Telephone 570-585-6300 Fax 570-585-1756

Web site/URL http://www.ahsd.org E-mail wyandtm@ahsd.org

Twitter Handle _____ Facebook Page _____ Google+ _____

YouTube/URL _____ Blog _____ Other Social Media Link _____

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Principal's Signature) Date _____

Name of Superintendent* Dr. Michael Mahon E-mail: mahonm@ahsd.org
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

District Name Abington Heights School District Tel. 570-585-8275

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(Superintendent's Signature) Date _____

Name of School Board
President/Chairperson Mrs. Cathy Ann Hardaway
(Specify: Ms., Miss, Mrs., Dr., Mr., Other)

I have reviewed the information in this application, including the eligibility requirements on page 2 (Part I-Eligibility Certification), and certify that it is accurate.

(School Board President's/Chairperson's Signature) Date _____

**Non-public Schools: If the information requested is not applicable, write N/A in the space.*

PART I – ELIGIBILITY CERTIFICATION

Include this page in the school’s application as page 2.

The signatures on the first page of this application (cover page) certify that each of the statements below, concerning the school’s eligibility and compliance with U.S. Department of Education and National Blue Ribbon Schools requirements, are true and correct.

1. The school configuration includes one or more of grades K-12. (Schools on the same campus with one principal, even a K-12 school, must apply as an entire school.)
2. The school has made its Annual Measurable Objectives (AMOs) or Adequate Yearly Progress (AYP) each year for the past two years and has not been identified by the state as “persistently dangerous” within the last two years.
3. To meet final eligibility, a public school must meet the state’s AMOs or AYP requirements in the 2014-2015 school year and be certified by the state representative. Any status appeals must be resolved at least two weeks before the awards ceremony for the school to receive the award.
4. If the school includes grades 7 or higher, the school must have foreign language as a part of its curriculum.
5. The school has been in existence for five full years, that is, from at least September 2009 and each tested grade must have been part of the school for the past three years.
6. The nominated school has not received the National Blue Ribbon Schools award in the past five years: 2010, 2011, 2012, 2013, or 2014.
7. The nominated school has no history of testing irregularities, nor have charges of irregularities been brought against the school at the time of nomination. The U.S. Department of Education reserves the right to disqualify a school’s application and/or rescind a school’s award if irregularities are later discovered and proven by the state.
8. The nominated school or district is not refusing Office of Civil Rights (OCR) access to information necessary to investigate a civil rights complaint or to conduct a district-wide compliance review.
9. The OCR has not issued a violation letter of findings to the school district concluding that the nominated school or the district as a whole has violated one or more of the civil rights statutes. A violation letter of findings will not be considered outstanding if OCR has accepted a corrective action plan from the district to remedy the violation.
10. The U.S. Department of Justice does not have a pending suit alleging that the nominated school or the school district as a whole has violated one or more of the civil rights statutes or the Constitution’s equal protection clause.
11. There are no findings of violations of the Individuals with Disabilities Education Act in a U.S. Department of Education monitoring report that apply to the school or school district in question; or if there are such findings, the state or district has corrected, or agreed to correct, the findings.

PART II - DEMOGRAPHIC DATA

All data are the most recent year available.

DISTRICT (Question 1 is not applicable to non-public schools)

1. Number of schools in the district (per district designation):
- 4 Elementary schools (includes K-8)
 - 1 Middle/Junior high schools
 - 1 High schools
 - 0 K-12 schools
- 6 TOTAL

SCHOOL (To be completed by all schools)

2. Category that best describes the area where the school is located:
- ☐ Urban or large central city
 - ☐ Suburban with characteristics typical of an urban area
 - ☒ Suburban
 - ☐ Small city or town in a rural area
 - ☐ Rural
3. 1 Number of years the principal has been in her/his position at this school.
4. Number of students as of October 1 enrolled at each grade level or its equivalent in applying school:

Grade	# of Males	# of Females	Grade Total
PreK	0	0	0
K	19	29	48
1	29	26	55
2	24	30	54
3	26	25	51
4	35	30	65
5	0	0	0
6	0	0	0
7	0	0	0
8	0	0	0
9	0	0	0
10	0	0	0
11	0	0	0
12	0	0	0
Total Students	133	140	273

5. Racial/ethnic composition of the school:
- 0 % American Indian or Alaska Native
 - 12 % Asian
 - 0 % Black or African American
 - 3 % Hispanic or Latino
 - 3 % Native Hawaiian or Other Pacific Islander
 - 82 % White
 - 0 % Two or more races
 - 100 % Total**

(Only these seven standard categories should be used to report the racial/ethnic composition of your school. The Final Guidance on Maintaining, Collecting, and Reporting Racial and Ethnic Data to the U.S. Department of Education published in the October 19, 2007 *Federal Register* provides definitions for each of the seven categories.)

6. Student turnover, or mobility rate, during the 2013 - 2014 year: 3%

This rate should be calculated using the grid below. The answer to (6) is the mobility rate.

Steps For Determining Mobility Rate	Answer
(1) Number of students who transferred <i>to</i> the school after October 1, 2013 until the end of the school year	2
(2) Number of students who transferred <i>from</i> the school after October 1, 2013 until the end of the school year	7
(3) Total of all transferred students [sum of rows (1) and (2)]	9
(4) Total number of students in the school as of October 1	285
(5) Total transferred students in row (3) divided by total students in row (4)	0.032
(6) Amount in row (5) multiplied by 100	3

7. English Language Learners (ELL) in the school: 0 %
0 Total number ELL
 Number of non-English languages represented: 0
 Specify non-English languages: There are none in the school. ELLs who live in the Waverly attendance area are serviced in another of our district elementary schools.
8. Students eligible for free/reduced-priced meals: 13 %
 Total number students who qualify: 37

Information for Public Schools Only - Data Provided by the State

The state has reported that 13 % of the students enrolled in this school are from low income or disadvantaged families based on the following subgroup(s): Students eligible for free/reduced-priced meals

9. Students receiving special education services: 7 %
18 Total number of students served

Indicate below the number of students with disabilities according to conditions designated in the Individuals with Disabilities Education Act. Do not add additional categories.

<u>1</u> Autism	<u>0</u> Orthopedic Impairment
<u>0</u> Deafness	<u>8</u> Other Health Impaired
<u>0</u> Deaf-Blindness	<u>12</u> Specific Learning Disability
<u>1</u> Emotional Disturbance	<u>4</u> Speech or Language Impairment
<u>0</u> Hearing Impairment	<u>0</u> Traumatic Brain Injury
<u>4</u> Mental Retardation	<u>0</u> Visual Impairment Including Blindness
<u>0</u> Multiple Disabilities	<u>0</u> Developmentally Delayed

10. Use Full-Time Equivalents (FTEs), rounded to nearest whole numeral, to indicate the number of personnel in each of the categories below:

	Number of Staff
Administrators	1
Classroom teachers	13
Resource teachers/specialists e.g., reading, math, science, special education, enrichment, technology, art, music, physical education, etc.	12
Paraprofessionals	5
Student support personnel e.g., guidance counselors, behavior interventionists, mental/physical health service providers, psychologists, family engagement liaisons, career/college attainment coaches, etc.	2

11. Average student-classroom teacher ratio, that is, the number of students in the school divided by the FTE of classroom teachers, e.g., 22:1 22:1

12. Show daily student attendance rates. Only high schools need to supply yearly graduation rates.

Required Information	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Daily student attendance	97%	97%	96%	96%	96%
High school graduation rate	0%	0%	0%	0%	0%

13. **For schools ending in grade 12 (high schools)**

Show percentages to indicate the post-secondary status of students who graduated in Spring 2014

Post-Secondary Status	
Graduating class size	0
Enrolled in a 4-year college or university	0%
Enrolled in a community college	0%
Enrolled in career/technical training program	0%
Found employment	0%
Joined the military or other public service	0%
Other	0%

14. Indicate whether your school has previously received a National Blue Ribbon Schools award.

Yes ☐ No ☒

If yes, select the year in which your school received the award.

15. Please summarize your school mission in 25 words or less: Students are actively engaged in a safe, nurturing environment where their academic, social, and emotional growth is nurtured through the collaborative efforts of all stakeholders.

PART III – SUMMARY

Waverly Elementary School is located in Abington Township and serves 273 students in kindergarten through fourth grade. The school's catchment area includes Abington, Glenburn, North Abington, and South Abington Townships and Clarks Green Borough. These municipalities have suburban and rural characteristics including active farming. The school often serves as a center for local activities and is an integral part of the community.

Waverly Elementary School's educational community, consisting of students, parents, teachers, staff, taxpayers and businesses, has distinguished itself on many levels. Students come to school ready to learn. They demonstrate in their daily interactions a sense of kindness, respect and academic purpose essential for a high performing elementary school.

Deeply rooted parental engagement is a critical component of Waverly Elementary's success. Through individual and collective efforts, parents have built and nurtured strong home/school partnerships. Parental engagement is evident in the significant level of volunteerism that brings direct benefit to students. Whether orchestrating after school and evening activities, planning field trips, monitoring the playground and cafeteria, volunteering directly in the classroom or simply lining the streets for the annual school Halloween parade, Waverly Elementary's parents are committed to supporting their children and their school. In addition to individual parental efforts, Waverly Elementary has an active Parent Teacher Association (PTA). This organization is tuned to the needs of both students and staff. In the spring of 2015, for example, a new playground climbing set will be installed as a direct result of the efforts of the PTA.

Fundamental to the success of all schools in the Abington Heights School District is its rigorous effort to attract and retain the highest quality teachers. In recognizing volumes of research that identify the strong connection between student achievement and the teacher, Abington Heights is highly selective in its hiring process. Between 2011 and 2014, for example, Abington Heights School District filled seven full time positions from a pool of over 950 applications, hiring only the top 0.74% of those who applied. Waverly Elementary is a school full of highly talented and deeply dedicated educators who bring enthusiastic competence to their students each and every day. Waverly's teachers recognize the importance of each individual student. They deliver excellence in both their classroom practice and in their devotion to their students.

In addition to an exceptional professional staff, Waverly Elementary School has dedicated clerical, custodial, food service and paraprofessional employees who make critical contributions to the overall success of the school.

A successful elementary school requires contributions from many sources. The Abington Heights Board of Education has consistently devoted the resources necessary to enable Waverly Elementary to succeed. Through both policy and community engagement, the Board has empowered dynamic building level leaders and the entire school community to take ownership of their school and build a caring, inclusive environment in a culture of high expectations.

Finally, taxpayers and businesses are part of Waverly Elementary's educational community. They provide precious and valued resources to enable the school to complete its mission. As evidence of the commitment of business, the Abington Heights School District is supported by an independent foundation consisting of local volunteers who raise funds to support innovative educational programs that could not otherwise be funded in the budget.

Academically, Waverly Elementary has a structured curriculum that is delivered with fidelity in all classrooms. Waverly Elementary School, like all elementary schools in the Abington Heights School District, has identified independent reading as a core skill and behavior that is critical to both academic success and long-term quality of life. Accordingly, students are exposed to volumes of high quality literature, both fiction and nonfiction. Partnerships are established between the home and school to promote

and measure students' independent reading progress. All reading materials are leveled ensuring the meaningful participation of all students.

In addition to its special emphasis on independent reading, the curriculum at Waverly Elementary features the study of thematic units that integrate English language arts and social studies; these were developed and are continually refined at the district level. Everyday Math, with its emphasis on conceptual understanding and a multi-algorithmic approach to problem solving is delivered to students kindergarten through fourth grade. Teachers utilize the FOSS Science program to deliver hands-on science instruction with lab based activities at each grade level. All students receive instruction in art, music, library and physical education. Academic programs are developed to meet the needs of all students. Waverly Elementary School embraces full inclusion in support of meaningful academic opportunities for all.

All students face emotional challenges. The staff addresses these challenges in multiple ways. There is an active student support team that identifies and responds to students in need. Guidance and psychological services are available to all students. Students are acknowledged for their achievement both in formal and informal settings. The district has adopted a positive behavior support policy that fosters an emotionally positive school climate.

Waverly Elementary School is a physically safe environment. The building is secure. Through the school's anti-bullying program students are taught the importance of mutual respect and appropriate behavior.

The Abington Heights School District has undertaken an effort to promote the diverse cultures of students attending its schools. Students are exposed to diverse literature in their classroom and independent reading. Waverly Elementary School has recently reached out to local resources for such events as a school-wide assembly featuring Indian dance and the performance of a traditional African play.

PART IV – CURRICULUM AND INSTRUCTION

1. Core Curriculum:

The Curriculum of the Abington Heights School District is intended to build a lifelong appreciation of learning in all its forms and to develop the skills necessary for success in all subject areas. Because we know that literacy skills are the keys to opening the doors for productive, meaningful citizenship, we use a thematic approach during the language arts block by incorporating literacy skills with history and social studies content. In addition, critical thinking, reading and writing are stressed throughout science and math instruction. Our ultimate goal, as a school system, is to produce students who: explore beyond the text, are prepared for 21st century living, and work collaboratively to solve problems.

The English Language Arts curriculum focuses on the six major strands of language arts – listening, speaking, reading, writing, viewing, and representing. At Waverly Elementary, each grade level, including kindergarten, is guided by a Language Arts curriculum that organizes unit activities around PA Core standards and history or social studies content. Each grade level (K-4) utilizes three themes throughout the year so that students can enhance their skills while deeply exploring important concepts and time periods of history. Thematic units are planned with a backwards design in which three overarching questions canopy and guide enduring understandings, content, and skills within each unit. Student answers to overarching questions evolve into project and performance based assessments used throughout the units to help teachers gauge their effectiveness. Parents have access to theme titles and associated content, including enrichment websites, through a district webpage. Units include titles important to citizenship such as: Neighborhoods (Kindergarten), Communities (Grade 1), Our Country (Grade 2), Immigration (Grade 3), and PA History (Grade 4). Benchmark tests aligned with PA core standards are given at the beginning, middle, and end of each school year in order to assess and refine curriculum and instruction. Results of state testing data for third and fourth grade students are broken down at the district, school, and classroom levels and shared with teachers in collaborative work groups. The goal is to address curriculum strengths and needs.

Whole class, small group, and individual reading times are provided daily so that all students experience text at their independent and their instructional levels. Writing is associated within all units and students are taught explicitly how to use the writing process for maximum effectiveness when communicating. On-going and authentic assessments, such as running records, are used constantly in order to help students move forward as readers, writers, and learners. Parents are expected to read with students (K-4) at home, on a daily basis, using leveled books that students choose from extensive classroom libraries.

The district uses the Everyday Math program which complements the critical thinking skills and conceptual understanding found within the language arts block. The curriculum enables students to develop a solid foundation in mathematics so they can accurately comprehend the complex properties of numbers and become critical thinkers and problem solvers. The Everyday Math program utilizes manipulatives and spiralization of content so students gain a true understanding of mathematical concepts that build over time. Consistent formative and summative assessments are used to insure student understanding. An after school math clinic is also available for students who may need remedial services. The after school program utilizes teacher led small group instruction, computer based programs, and one-on-one tutoring design to strengthen students skills in mathematics. In addition, parents are provided with homelink materials to reinforce math ideas learned in the classroom.

The district utilizes the Full Option Science System (FOSS) for all science instruction at the elementary level. The FOSS program is an inquiry based system of modules which allows student the opportunity to experience science through “hands-on” experimentation. Each grade level completes modules in physical science, life science, and earth and space science. Grades three and four also complete a module in scientific reasoning and technology. Reading, writing, and math are utilized during science explorations to deepen content knowledge and refine cross-curricular skills. To that end, the district has recently implemented science notebooks to facilitate writing in the sciences. Students utilize the notebooks to record and maintain observations in order to articulate findings, make predictions and draw conclusions. It is the district's belief

that scientific thinking and reasoning are more important than ever. Therefore, the study of science begins during kindergarten and continues through twelfth grade.

2. Other Curriculum Areas:

Waverly Elementary School has committed to providing students with a comprehensive educational experience that includes offerings outside of the core curriculum areas. Students in kindergarten through fourth grade participate in elective subject areas such as art, physical education, computer class, and music on a weekly basis; students in each grade level attend library class on a bi-weekly basis. In addition, students in fourth grade have the option to participate in violin instruction as well. Each of these areas of instruction is designed to support and enhance the core curriculum through collaborative efforts between the grade-level classroom teachers and elective instructors.

The art program at Waverly Elementary School is designed to provide students with basic art skills and to help students to gain an appreciation for artists and different styles of art. The art program in each grade level consists of three major units: drawing, sculpture, and painting. Through these three units, students complete projects that are grade appropriate and are interconnected with core curriculum concepts. For example, kindergarten students create shape quilts with patterns and create “textured shape rubbings,” which supports concepts being addressed in the math curriculum. In addition, in fourth grade students complete a weaving loom project that is coordinated with the fourth grade language arts theme of Native Americans. The art program has an “artist of the month” component, which exposes students in grades second through fourth to a different artist and style each month. Students in all grade levels participate in an annual art show that allows them to display their work to the public.

The physical education program focuses on instilling the benefits of physical activity and maintaining a healthy lifestyle. Each grade level focuses on an age-appropriate set of physical and social skills, and activities are designed to support this endeavor. Students participate in activities targeting specific locomotor skills such as running, jumping, skipping, hopping, etc. and progress in each of these areas is monitored. In addition to physical skills, physical education gives students the opportunity to aide in their social development by teaching the importance of teamwork, positive social interactions, and responsibility. The physical education department stresses the importance of maintaining a healthy lifestyle through programs such as the American Heart Association’s Jump Rope for Heart Health and the American Diabetes Association’s School Walk for Diabetes. The physical education department’s culminating activity is a field day which tests the aforementioned physical and social skills at the end of the school year. Students participate in a variety of activities as a class during Field Day.

Through the music program, the students of Waverly Elementary School gain an appreciation for basic musical skills through a variety of means. Skills supported through our music program include singing, playing of instruments, analyzing and evaluating music, and reading music. Students in kindergarten through fourth grade participate in the music program once per week. Students in fourth grade have the option of participating in the weekly violin program, and most do. As part of the music curriculum, students are able to utilize skills related to mathematics, social studies, reading, and writing through a variety of means, ranging from music notation to the examination of songs about social injustice. Students participating in violin instruction collaborate with other district elementary schools to perform a public concert at the end of the school year.

Students in grades three and four participate in a weekly computer class which is co-taught by the classroom teacher and computer teacher. During this class, students learn the essential skills needed to effectively utilize a computer, such as typing, word-processing skills, internet navigation, and presentation capabilities. Grade-level teachers collaborate with the computer teacher to design and implement technology-based activities that require students to integrate core-curriculum concepts into different technology platforms. In addition, students receive instruction in internet safety and responsibility as part of the computer class curriculum.

Through the library program, students learn how to effectively utilize materials and resources to access ideas and information. Skills addressed in library class, such as alphabetization in kindergarten and use of graphic

organizers in second grade, are designed in collaboration with the grade-level teachers to complement the core curriculum. Through developmentally appropriate instruction, students gain an awareness of the resources available to them and how they can utilize those resources to pursue knowledge.

3. Instructional Methods and Interventions:

Students at Waverly Elementary School enjoy a number of supports to ensure that their individual academic needs are met. Instructional decisions are made based on ongoing data collection facilitated by the classroom teacher, reading specialist, and members of the Instructional Support Team. Data is utilized to identify students' strengths and weaknesses, and classroom instruction is designed accordingly. Differentiated instructional strategies are employed by teachers as standard practice and supported by curricular programs. Safety nets are in place to support struggling students and enrichment activities and programs provide opportunities to extend the curriculum for students who have mastered grade-level skills.

Through the district's reading program, 100 Book Challenge, students' individual reading levels are identified and instruction is based on these levels. As a component of the program, teachers conference with individual students regularly to provide one-on-one instruction and to assess student progress. Through the guided reading component of the language arts period, students are instructed in small groups assigned according to their academic needs in specific skill areas. At the classroom level, teachers design differentiated instructional activities to meet the diverse needs of their students, including heterogeneous and homogeneous grouping, tiered questioning and discussion prompts, and individualized learning outcomes based on student strengths and weaknesses.

Waverly Elementary School provides a number of support programs for students who are struggling to meet grade-level objectives. The Instructional Support Team provides tiered interventions to be implemented by both the classroom teacher and Instructional Support Teacher. Interventions are individualized and targeted to meet the specific needs of the student and can include one-on-one or small group instruction with the Instructional Support Teacher. The Instructional Support Teacher works collaboratively with the classroom teacher to implement appropriate in-class interventions and to monitor student progress. Through this process, students are provided with meaningful, individualized support to facilitate their academic growth.

In addition to the Instructional Support Team, there are several other programs that support students' individual learning needs. An after school math clinic provides students who struggle in math with additional math instruction facilitated by a grade-level teacher. Also, students in all grade levels who are in need of reading support participate in supplemental instruction provided by the reading specialist. Students who have been identified as gifted receive individual and small group instruction provided by the district gifted teacher, as well.

PART V – INDICATORS OF ACADEMIC SUCCESS

1. Assessment Results Narrative Summary:

Waverly Elementary School's data charts illustrate positive growth on the Pennsylvania System of State Assessments (PSSAs). As indicated in the charts, Waverly's students have performed above the state average since 2010.

A small drop in the percentage of proficient and advanced students at Waverly can be seen in third grade math data from 2011 and 2012 and from 2011 to 2013 in reading. During these years, the state was distributing new PA Core standards and the teachers and administrators of Abington Heights School District were becoming aware of pedagogical shifts suggested for students' success on the newest assessments. Teachers and administrators within the district were taking new knowledge provided by the state and altering practices, curricula, and ideologies to match the more demanding rigor of the new standards and assessments. This change in pedagogy most likely caused the short term drop in proficient and advanced scores. Consequently, these shifts resulted in higher percentages of proficient and advanced students at Waverly during the 2013-2014 school year.

In 2014, the Abington Heights School District and the state of Pennsylvania had data which showed a drop from the previous year in reading and math scores for third grade students. By contrast, Waverly increased the school's proficient and advanced percentages in reading from 90 to 100 percent and from 93.6 to 97.1 percent in math. Advances can also be seen in Waverly's fourth grade scores. Both Waverly and the state of Pennsylvania saw growth in PSSA reading scores from 2013 to 2015. While the state progressed from 66.4 to 68.6 percent of students at proficient or advanced status, Waverly progressed from 87 to 92.1 percent. Fourth grade math scores between 2013 to 2014 show that although the state dropped in 2013, falling from 77.1 to 75.9 percent, Waverly increased from 87 to 95.3 percent.

2. Assessment for Instruction and Learning and Sharing Assessment Results:

Kindergarten screening assessments are administered one-on-one by reading specialists before the start of each school year. These assessments indicate students' abilities in pertinent areas of literacy. Students are placed into guided reading groups and literacy stations based upon assessment results. Kindergarten students rotate weekly through a program called Breakthrough to Literacy (BTL) which teaches literacy skills and strategies with computer game-like simulations.

Thematic units (English and Social Studies), contain formative and summative assessments, including objective and performance based checks for understanding in all grade levels. Benchmark tests are given at the beginning, middle, and end of year. Professional leave time is given to teachers so they can work in grade level teams to score benchmark assessments and analyze results. Reading specialists facilitate benchmark scoring and discussions about results. A data warehouse is used throughout the district to monitor assessment results and student portfolios. Students who continue to struggle with literacy after classroom interventions are offered small group reading instruction by Waverly's reading specialist.

Formative and summative assessments are also used in math and science. Math benchmark results are loaded on a spreadsheet for all teachers to access. Science notebooks and hands on experiments are assessed by teachers regularly and teachers have professional development time to discuss student work.

A math clinic is offered after school for students who struggle with mathematical concepts.

Results of assessments and interventions are discussed with parents or guardians via phone calls, e-mails and conferences. Waverly's reading specialist attends monthly meetings with school and district administration and all academic data is discussed. Consequently, if necessary, coaching is provided and/or curriculum is revised. Benchmark assessments typically correlate with state tests and results are discussed with school board members at least annually. The media reports results to the community. A district website also highlights important academic accomplishments of students within the district.

Part VI School Support

1. School Climate/Culture

The faculty and staff at Waverly Elementary School strive to provide students with a positive, welcoming, and warm environment in which they can take academic risks, build positive social connections, and know that their emotional needs will be met. Waverly Elementary School is an inclusive environment where all students feel they are valued and understand that differences are to be embraced and celebrated. Classroom instruction is predicated on the idea that all students can succeed and that given the proper support and guidance, can realize their academic potential. Students are actively engaged in the curriculum at their own cognitive level through differentiated instructional techniques and programs. Students are encouraged to be inquisitive and are challenged to move beyond their comfort zones. Each month, teachers select a “Student of the Month” based on academic progress. The students selected are recognized during an assembly program, and the group picture is published in the newsletter.

Students are active participants in establishing a supportive environment through the school’s positive behavior support program, called the “Comet Club.” Through this program, students are introduced to the “Pillars of Character,” which identifies positive behavioral attributes that support healthy social relationships. Students are issued “golden tickets” when they are observed acting in a manner that is consistent with any of the pillars of character. Students are entered into a raffle and winners are recognized at an assembly. Their picture is published in the monthly newsletter, along with the action that warranted the original recognition.

Through the pillar program, student leadership is cultivated and an environment of mutual respect and compassion is fostered. Last year, several fourth grade students led an initiative that resulted in the establishment of a “Buddy Bench” on the playground where students who felt disconnected could sit to signal to others that they’d like assistance. Students presented the idea to their peers in an assembly and the response was immediate and positive. Students continue to take advantage of the “Buddy Bench” and it has created a more welcoming and inclusive social environment for students.

Teachers at Waverly Elementary School enjoy a great deal of support as well, from the administration, parents, and community. Teachers are encouraged through common planning time and grade-level teaming to collaborate with one another and are encouraged to rely upon each other for instructional and emotional support. As a result of this collaborative environment, teachers share knowledge and expertise and are encouraged to take risks in designing instruction to discover new and more effective practices. Parents of students in Waverly Elementary School are extremely active and responsive to the needs of the teachers, whether it be providing supplies, assisting with field trips or other activities, or including teachers in PTA/community events. Waverly Elementary School has an excellent reputation in the community and teachers are appreciated and well-respected by parents and community members alike.

2. Engaging Families and Community

The faculty, staff, and administration of Waverly Elementary School place a great deal of importance on partnering with families and the community to deliver the most meaningful educational experience for students. The school engages in open and ongoing communication with parents on topics of academic and social importance, facilitated through the publication of a monthly newsletter. Teachers maintain constant communication with parents to update them on the academic progress and emotional well-being of their child. Through the 100 Book Challenge program, teachers set goals that are communicated to parents and at-home progress is recorded through a communication log. Parents are welcomed into the school environment and parental input is solicited when making instructional decisions to support struggling students through the Instructional Support Team.

The Waverly Elementary School Parent Teacher Association is a constant presence in the school, and offers programs that support students, teachers, and the curriculum. Students have the option of participating in after school activities designed by the PTA and coordinated with the school staff. Cultural

presentations through local community resources are offered to students several times throughout the school year. Parent volunteers actively partner with teachers to deliver the Passport Club program, which tests students' geographical awareness. Coordinated efforts between the PTA and school provide students with opportunities to participate in the school community beyond the school day. Examples of these are events such as the Girl's Dance and Boy's Olympics.

Community engagement is facilitated through a number of public events presented by both the school and PTA. Events open to the community include the Art Show, Science Fair, pasta dinner, rummage sale, and bingo night. In addition, students learn the importance of civic engagement through programs such as the "Feed a Friend" food drive, toiletry collection for the Voluntary Action Center, and recycling projects. Students in third grade participate in a community tour, during which they learn about the rich history of the community from volunteer tour guides. Fourth grade students participate in a career fair organized by the elementary guidance department, which utilizes professionals from within the community to provide opportunities for students to learn about the different roles community members play.

School district events, such as the Back-to-School Carnival and "Meet the Comets" program, provide opportunities for students to participate in community-wide events that further instill a sense of engagement. High school students are invited to present to students during the Science Fair Kickoff and as part of the Martin Luther King Jr. holiday observance. Community members from the local VFW present a program to students in honor of Veteran's Day as well.

3. Professional Development

The Abington Heights School District recognizes the importance of a comprehensive professional development process that provides teachers with meaningful opportunities for growth. Teachers in the Abington Heights School District are supported through a number of professional learning opportunities ranging from new teacher induction to action/research as a component of the district's Differentiated Supervision Plan for Teacher Supervision. Student achievement data, teacher input, current research, and curriculum needs are all considered when designing professional development.

The teacher induction program provides teachers new to the school district with the opportunity to work collaboratively with a formal mentor and to participate in district-designed and inter-district professional development workshops. Mentor teachers provide procedural support for mentees and serve as instructional coaches, collaborating on such topics as lesson planning, instructional design, assessment, and data analysis. Mentors and mentees are given the opportunity to observe one another in an effort to model effective teaching practices and to provide meaningful feedback related to instructional practices.

District-designed professional development is implemented based on a comprehensive assessment of curricular and instructional needs. As an example, based on student achievement and growth data, a need was identified district-wide in language arts. In response to this emerging need, a focus was placed on guided reading and writing across the curriculum. Science journals were introduced in all grade levels and ongoing training was provided during each in-service day to support implementation. In addition, implementation of science journals was made a focus of the action/research mode of the district's differentiated supervision plan. Our Director of Math and Science facilitated the discussions of our action research participants.

In support of the district's guided reading improvement, collaborative lesson planning and reflective exercises among grade-level teams became focused on guided reading activities. The district's Director of Language Arts provided in-service training focused on guided reading. Programs provided teachers exposure to current research on effective practices and opportunities for reflective discussions related to guided reading practices.

At Waverly Elementary School specifically, a number of professional development supports are embedded in teachers' daily practices. Teachers school-wide enjoy daily common planning time and are encouraged to utilize this time to engage in collaborative conversations centered on instructional improvement and

effectiveness. Teachers work in grade-level teams to complete weekly lesson plans and engage in collegial inquiry through reflective exercises. Teachers are provided opportunities to participate in peer observation activities and are encouraged to pursue collaborative opportunities that will support their professional growth. In addition, the district provides reimbursement for teacher graduate coursework in an effort to encourage ongoing educational development.

4. School Leadership

At Waverly Elementary School, a culture of shared leadership is cultivated to ensure students are provided with the most meaningful and relevant learning opportunities, enabling them to realize their academic potential. The leadership structure within the building consists of a principal working closely with an array of faculty leaders to identify and meet the diverse needs of all of the students. The district's Director of English Language Arts and Director of Math and Science work closely with building leaders and classroom teachers to provide support in instructional decision-making. The faculty, staff, and administration at Waverly Elementary School enjoy tremendous administrative support from the district superintendent and assistant superintendent, as well as other central office leadership.

The building principal is charged with the task of overseeing the administrative needs of the building, including evaluation of professional staff and management of the day-to-day operations. The principal works closely with specific leaders within the school who have varying responsibilities based on their roles. The Instructional Support Team, which is comprised of the principal, reading specialist, guidance counselor, instructional support teacher, and speech and language pathologist, facilitates the school's intervention program and works collaboratively with classroom teachers to identify struggling students and design interventions and instructional supports to better meet their needs. The instructional support teacher provides additional support to teachers through co-teaching and collaborative planning to further support differentiated instructional designs.

Members of the Instructional Support Team are called upon to provide leadership through their assigned roles, as well. The reading specialist works closely with the Director of English Language Arts to facilitate the language arts curriculum. The reading specialist collaborates with classroom teachers to administer assessments, interpret data, and design instruction based on the data. In addition, the reading specialist works closely with teachers to implement reading strategies to support students who have been identified as struggling readers. The guidance counselor provides behavioral and emotional support to students, both directly and by designing programs to be implemented by the classroom teacher, and continuously communicates with teachers to monitor ongoing needs. Teachers are encouraged to take on leadership roles within the school as well, from an instructional and collegial standpoint, and through these roles a sense of shared responsibility for student success is cultivated. Leadership roles include serving as formal and informal mentors, participating in peer observation, and planning and reflecting in grade-level teams.

PART VIII - ASSESSMENT RESULTS

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	97	94	91	94	95
Superior academic performance	65	59	67	57	48
Number of students tested	68	62	66	68	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	92	87	75	94	100
Superior academic performance	33	40	50	44	67
Number of students tested	12	15	8	16	9
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
5. African- American Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	100	100	100	100	100
Superior academic performance	77	67	67	83	75
Number of students tested	13	3	3	6	4
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	96	93	92	93	95
Superior academic performance	64	61	68	56	47
Number of students tested	52	57	59	59	55
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Math</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	95	87	97	91	94
Superior academic performance	79	66	68	69	79
Number of students tested	63	69	62	64	52
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	80	78	89	100	83
Superior academic performance	53	44	56	88	33
Number of students tested	15	9	9	8	6
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	100	100	100	100	100
Superior academic performance	75	75	86	80	100
Number of students tested	4	4	7	5	5
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	95	86	96	89	94
Superior academic performance	80	65	66	70	76
Number of students tested	55	63	52	56	46
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES:

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>3</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	100	90	91	96	92
Superior academic performance	60	50	39	35	54
Number of students tested	68	62	66	68	61
Percent of total students tested	100	100	100	100	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	100	86	63	94	100
Superior academic performance	50	36	25	25	78
Number of students tested	12	14	8	16	9
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	100	100	100	100	100
Superior academic performance	69	0	33	67	75
Number of students tested	13	3	3	6	4
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	100	91	90	95	91
Superior academic performance	57	55	41	32	55
Number of students tested	52	56	59	59	55
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above	0	0			
Superior academic performance	0	0			
Number of students tested	0	0			
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: PA defines economically disadvantaged+IEP+LEP students as a super-group called Historically Underperforming. They have used this definition for only the past 2 years.

STATE CRITERION--REFERENCED TESTS

Subject: <u>Reading/ELA</u>	Test:
All Students Tested/Grade: <u>4</u>	Edition/Publication Year: <u>N/A</u>
Publisher:	

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
Testing month	Mar	Apr	Mar	Mar	Mar
SCHOOL SCORES*					
Satisfactory academic performance and above	92	87	92	87	96
Superior academic performance	61	49	49	55	58
Number of students tested	63	69	62	63	52
Percent of total students tested	100	100	100	99	100
Number of students tested with alternative assessment					
% of students tested with alternative assessment	0	0	0	0	0
SUBGROUP SCORES					
1. Free and Reduced-Price Meals/Socio-Economic/Disadvantaged Students					
Satisfactory academic performance and above	73	78	89	100	83
Superior academic performance	33	22	44	88	50
Number of students tested	15	9	9	8	6
2. Students receiving Special Education					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
3. English Language Learner Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
4. Hispanic or Latino Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
5. African- American Students					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					
6. Asian Students					
Satisfactory academic performance and above	100	100	100	100	100
Superior academic performance	75	75	86	80	100
Number of students tested	4	4	7	5	5
7. American Indian or Alaska Native Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
8. Native Hawaiian or other Pacific Islander Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
9. White Students					
Satisfactory academic performance and above	93	86	91	86	96
Superior academic performance	64	48	45	56	52
Number of students tested	55	63	52	55	46
10. Two or More Races identified Students					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
11. Other 1: Other 1					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
12. Other 2: Other 2					
Satisfactory academic performance and above					
Superior academic performance					
Number of students tested					
13. Other 3: Other 3					
Satisfactory academic					

School Year	2013-2014	2012-2013	2011-2012	2010-2011	2009-2010
performance and above					
Superior academic performance					
Number of students tested					

NOTES: